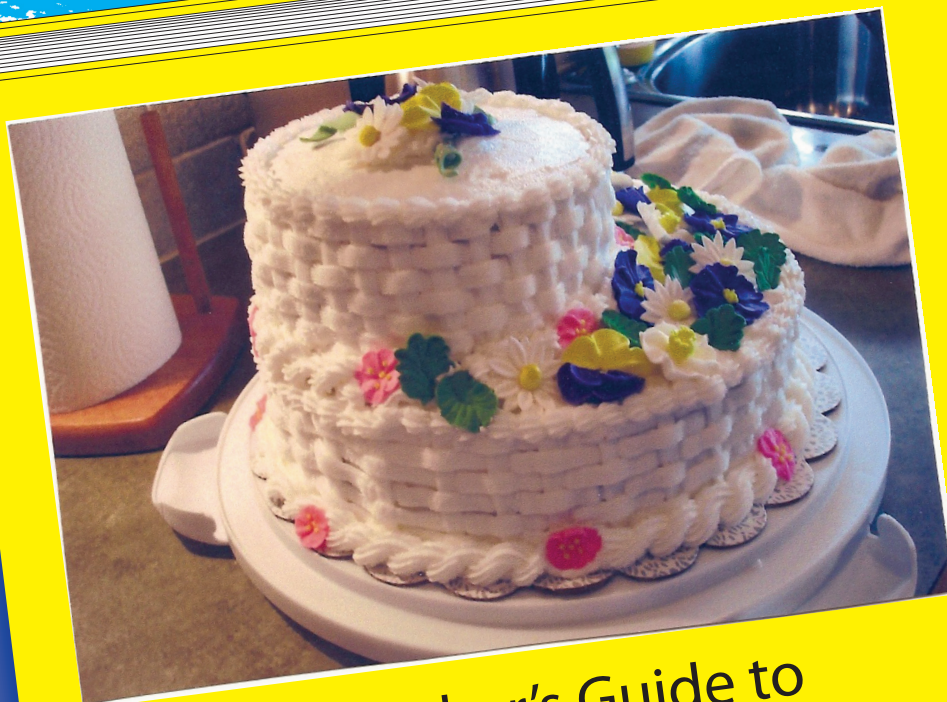


Thoughtful Books

GRADES

1+



A Teacher's Guide to
Each One Special
by Frieda Wishinsky and
H. Werner Zimmerman

Series Editor
Author

Mary Abbott
Janice Crawford

Literacy

Social
Responsibility

Note to parents and teachers

The Thoughtful Books Series makes use of exemplary children's literature to help young readers learn to read critically and to thoughtfully consider ethical matters. Critical thinkers rely on inquisitive attitudes, utilize thinking strategies, access background knowledge, understand thinking vocabulary, and apply relevant criteria when making thoughtful decisions. We refer to these attributes as intellectual tools. Each resource in this series features specific intellectual tools supporting literacy development and ethical deliberation. Teachers and parents can introduce the tools using the suggested activities in this resource, and then support learners in applying the tools in various situations overtime, until children use them independently, selectively, and naturally.

Reading as thinking

Reading is more than decoding words. It is the active process of constructing meaning. Good readers understand this process as engagement in critical thinking. They employ specific literacy competencies as they engage with text, create meaning from text, and extend their thinking beyond text. The activities in this booklet help develop the following literacy competencies:

- *Accessing background knowledge:* Good readers draw on what they already know to establish a foundation for approaching new text. In this case, children talk about their reaction to change and identify some visible changes in their community.
- *Anticipating:* Good readers apply their prior knowledge and experiences to anticipate what might come next. In this case, children use pictures to anticipate who might be in the story, where the story takes place, and what might happen in the story.
- *Synthesizing ideas:* Good readers thoughtfully apply key ideas and issues raised in text to their own lives and in broader global and community contexts. In this case, readers examine people's responses to change and appropriate ways to voice their concerns, as a community member.

Ethical considerations

A second focus of the activities in this booklet helps learners develop the intellectual tools necessary to think critically about ethical considerations. It is important to teach the tools, often through modelling and illustrating with examples, and continue to apply the tools in a variety of situations over time, until learners internalize them. The following ethical considerations are addressed in this resource:

- *Fairness:* Critical thinkers are able to judge ideas on their merits and not simply enforce personal interests and biases. In this case, students identify the pros and cons of the change to the bakery and take a position.
- *Appropriate responses:* Critical thinkers are active citizens who respond to situations with appropriate and effective action. In this case, students develop criteria for determining appropriate action and decide how they would make their voice heard.

TEACHER'S GUIDE FOR: *Each One Special*

by Freida Wishinsky and H. Werner Zimmerman

Critical question

Are the changes made by the new owners of the bakery fair to Harry and the community?

Story

Each One Special by Frieda Wishinsky and H. Werner Zimmerman, Orca Books (1998).

Summary

In this story, Harry, the local baker, is affected dramatically by changes implemented by the new owner of the bakery where he works. After listening to the story, students identify the positive and negative effects of these changes on the community and on Harry. Students then examine the concept of fairness as it relates to this situation and decide whether or not the changes were fair.

Main focus

Literacy competencies

- accessing background knowledge
- anticipating
- synthesizing ideas

Ethical considerations

- fairness
- taking appropriate action

Levels of involvement

Consider students' interest and their level of maturity to determine whether or not all three levels of after-reading activities are appropriate.

- *Exposure:* Compare Harry to the new owner.
- *Investigation:* Decide whether or not the changes at the bakery are fair to Harry and the community.
- *Application:* As a member of the community, determine the best way to express a concern.

Activities

Session One

Before reading

Introduce the concept of change

- Tell students that some unexpected changes are going to occur in their school day. They will no longer have recess, everyone will have a computer, there will only be 15 minutes for lunch, and they will now go to school on Saturdays as well as during the week.

Assessing background knowledge

- Ask students to share their reactions to the announcement (surprise, anger, confusion, happiness).
- Print the word change on the board, and ask students what change means.
- Point out that change happens all around us, and invite students to share an example of a change that has occurred in their neighbourhood, such as a store being closed, a new street being built, or a house being torn down.
- Choose one example of change and brainstorm who the change will affect and what might be good (positive) and bad (negative) about the change. For example, if a house is torn down, it might be viewed as good if the house is unsightly or run down. It could be viewed as bad because of the noise caused by the demolition.

Introduce the story

- Tell students you are going to read a story about change happening in a neighbourhood.

Anticipating

- Show the cover and the title page. Note the details in the title page picture. Ask the children **who** might be in the story, **where** the story might take place, and **what** might be special about it. Record ideas in a chart similar to the one below.

Each One Special

Who might be in the story?	<i>baker, cake decorator, wife, ...</i>
Where might the story take place?	<i>bakery, small town, ...</i>
What might the title mean? What might the story be about?	

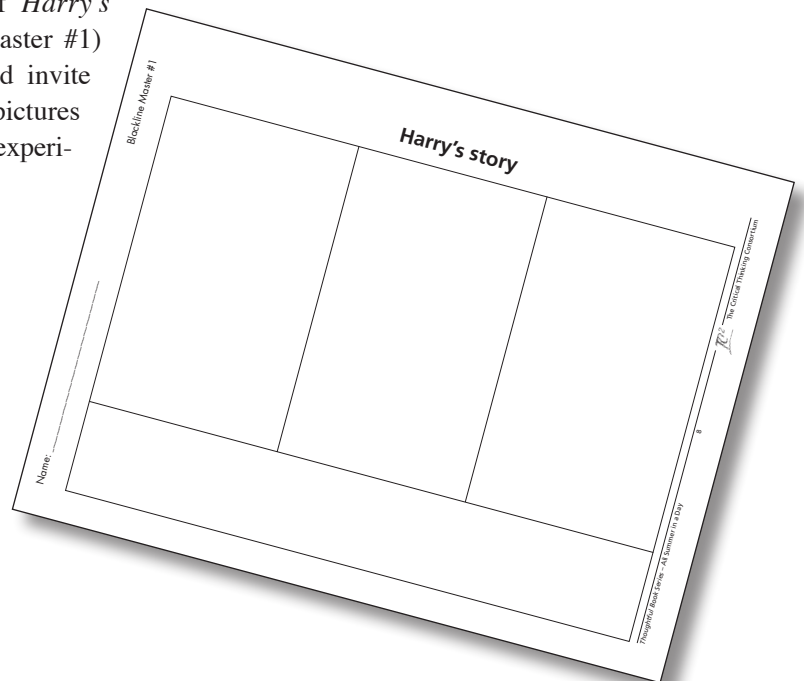
Read the pictures to anticipate the story

- Show students the first four picture spreads without reading the text. You may need to cover the text. In A/B partners, invite students to talk about the pictures and suggest **who** might be in the pictures and **what** the story could be about. As a class, add ideas to the chart.

**Read the story
in chunks**

During reading

- Read the first four full pages of the story. Invite students to listen to find out whether their ideas match the events of the story.
- Read the sentence, “Then one day the owner of Harry’s bakery sold his shop.” Stop reading and in A/B partners invite students to discuss what they think might happen because the bakery has been sold.
- Show students the picture of the bakery on this page and the picture on the title page and discuss the similarities and differences, as a class or in pairs.
- Continue reading until the end of the same page, stopping after “Harry didn’t know what to do.”
- Brainstorm as a class or discuss in pairs the effects this change might have on Harry. How would he feel? What problems might he have? Record ideas as a class or invite students to draw a picture.
- Ask students what advice they might give Harry.
- Read the story to the end.
- Review with students the changes that happened to Harry in the story. Show pictures of Harry in the bakery, Harry with nothing to do, and Harry working with clay, and invite students to brainstorm what Harry’s feelings might be, either with a partner or as a class.
- Provide a copy of *Harry’s story* (Blackline Master #1) to each student and invite them to draw three pictures to illustrate Harry’s experiences and feelings.

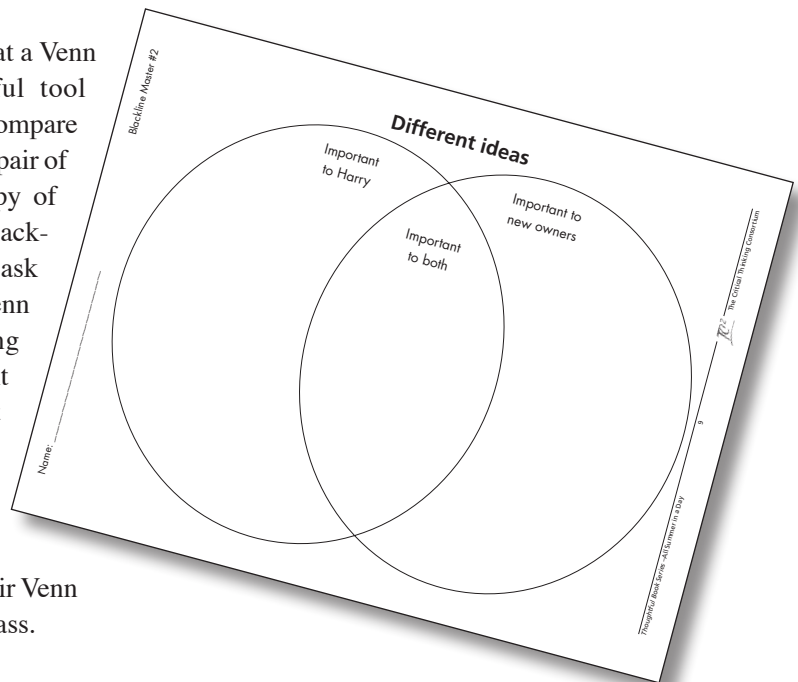


**Compare Harry and
the new owner**

Begin new session

After reading: exposure level

- Invite students to share the pictures they drew in the previous session. Review the events of the story by asking students what events caused the changes in Harry.
- Tell students that today they are going to think about the first change that happened in the story.
- Ask students what was important to the new owners and what was important to Harry. If necessary, re-read the first section of the story.
- Invite students to discuss their ideas in A/B partners. Suggest that one partner could assume the role of the new owners and the other partner could be Harry.
- Remind students that a Venn diagram is a useful tool when we need to compare ideas. Provide each pair of students with a copy of *Different ideas* (Blackline Master #2) and ask them to create a Venn diagram illustrating what was important to Harry and what was important to the new owners.
- Invite students to share ideas from their Venn diagram with the class.



Begin new session

After reading: investigation level

- Re-tell the story showing only the pictures. Ask students to identify the change that occurred in the community (the new bakery).
- Pose these questions: “Who did the change affect?” “How were people affected?” Invite students to discuss these questions with a partner. Remind students that the effects of the change could be good or bad.
- As a class, create a chart similar to the one following, or a web to record students’ ideas about the effect of the change on each person. Encourage students to support their answers with evidence from the story. For example, we know Harry’s wife was sad because she had tears in her eyes.

**Identify the pros and
cons of the changes
in the bakery
Synthesizing
ideas**

<i>Harry</i>	<i>Harry's wife</i>	<i>Ben</i>	<i>Customers</i>	<i>New owners</i>
<ul style="list-style-type: none"> – was sad – didn't have work – had nothing to do – missed making things – had less money (maybe) – found something new to do that he liked – started a new business 	<ul style="list-style-type: none"> – worried about Harry – was sad – didn't know how to help Harry 	<ul style="list-style-type: none"> – missed his friend – couldn't help Harry make cakes anymore – helped Harry with the clay 	<ul style="list-style-type: none"> – didn't get special cakes – got cakes more quickly – cakes might be cheaper 	<ul style="list-style-type: none"> – could make cakes faster – could make more cakes

- Introduce the terms “pro” and “con” as another way to say good and bad.
- Either with a partner or as a whole class, identify the pros and cons of the new bakery.

Pros	Cons

Pose the critical question

- Pose the question:
“Are the changes made to the bakery fair to Harry and the community?”
- As a class, establish criteria for deciding what is fair. First, ask students for their ideas about what makes something fair and record their suggestions. With a partner or as a class, examine the scenarios provided in Blackline Master #3. As a class or with a partner, sort the examples into two categories, fair and unfair. Discuss when a situation or decision is fair and when it is not fair.
- Next, examine the list of situations that students think are fair and develop a list of criteria for deciding whether something is fair (for example, people are given equal treatment or no one feels cheated).
- Invite students to discuss the question “Are the changes to the bakery fair to Harry and the community?” with a partner and then to respond individually using Blackline Master #4. Emphasize the importance of explaining the reason for their response. Give as an example: “I think that the changes to the bakery were fair because the customers will get faster service for buying cakes and Harry learned that he could do other work that made him happy.”

Begin new session

After reading: application level

As a member of the community, determine the best way to express a concern

Synthesizing ideas

- Revisit the discussion of change in the community. Ask students to imagine they are members of the community in the story. Invite students to talk with a partner about how they could have their voice or concern heard if they felt strongly about the changes to the bakery.
- Continue to brainstorm as a class and make a list of the ideas students suggest. Introduce ideas that would not be acceptable behaviour. For example, would it be ok to spray paint the bakery? As a class, develop criteria for determining whether an action is acceptable (for example, it is legal, useful, doable). Some suggestions might be to talk to the bakery owner, write a letter to the bakery or local newspaper, stop using the bakery, or circulate a petition.
- Discuss the possible effects of some of these responses.
- Ask students to decide what would be the best response to publicly support their position and explain why this strategy would be effective. Invite students to discuss their ideas with a partner and then write a journal entry using the following format:

If I lived in the bakery town, I would _____

because _____.

Assessment

- Use the rubric *Assessing understanding of change and appropriate responses* (Blackline Master # 5) to assess students' understanding of change and ability to create an appropriate response.

Blackline Master #5

Assessing understanding of change and appropriate responses

	Sophisticated understanding	Essential understanding	Basic understanding	Partial understanding	Pre-recognition
Distinguishes an acceptable response	Correctly distinguishes acceptable and unacceptable responses and provides a thorough explanation of the difference.	Correctly distinguishes good responses and unacceptable responses and provides a simple explanation of the difference.	Correctly distinguishes good from those that are not. Can offer simple examples of good deeds.	When provided with simple examples of good deeds can correctly distinguish them from deeds that are not.	Does not understand what it means to distinguish good from those that are not.
Offers an appropriate response	Offers many fair, realistic, specific and appropriate responses for solving higher concerns about proposed changes in the community. Can effectively argue their merits.	Offers two or three fair, realistic, specific and appropriate responses for solving higher concerns about proposed changes in the community. Can easily describe their merits.	Offers up to two fair, specific and appropriate responses for solving higher concerns about the proposed changes in the community. Can simply describe their merits.	Offers one general response for solving higher concerns about the proposed changes in the community; response may not be fair or appropriate to all concerned. Needs prompting to describe its merits.	Can identify or repeat an appropriate response but is unable to offer his/her own solution.
Identifies pros and cons of change	Clearly identifies many pros and cons of change for the community and Harry. Offers a complete explanation of the ripple effects of change.	Identifies both the pros and cons of change for the community and Harry. Offers a simple explanation of the ripple effects of change.	Identifies both a pro and a con of change for the community and Harry. Offers a simple explanation of the ripple effects of change.	Identifies a pro or con of change for the community offer a simple explanation of the effect but unable to consider the ripple effects.	Is unable to identify the pros and cons of change.

Comments: _____

Name: _____

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Extension

- Examine the issue of mass production versus individual craftsmanship using the following experiment.
- Divide the class into three groups.
 - Group one is given a stack of photocopied outline drawings of a cake and instructed to decorate each cake the same way. Provide an example for the group to copy.
 - Group two is given many small pieces of blank paper and told to create drawings of as many differently decorated cakes as possible.
 - Group three is given a single piece of paper each and asked to draw a single cake that is unique, colourful and carefully made.
- Give students 5-10 minutes to accomplish their tasks. Compare results between the groups and encourage discussion about what was good and not good about the results and the work. Discuss the advantages and disadvantages of fast production in a bakery and in other circumstances.
- Pose the question “Is faster better?” and discuss with students the advantages and disadvantages of mass production using relevant examples of products that are mass-produced and handcrafted.

Harry's story

Different ideas

Important
to Harry

Important
to both

Important to
new owners

Fair and unfair situations

We are going to share one piece of cake. I cut the cake and you pick your piece.	I have a lunch and you don't.
There is only one piece of gum and we both want it. We cut it in two pieces and each have one.	We are playing Lego. I take all the Lego pieces and give you just a few pieces.
We are reading a book together and I can't see the pictures.	The principal says we are going to go to school seven days a week.
At a town meeting, everyone voted to decide when the library would be open. It was decided that the library would be closed on Wednesdays.	There is a new rule that everyone must walk to school.

Fair or unfair?

I think the changes to the bakery were _____

because _____

Assessing understanding of change and appropriate responses

	Sophisticated understanding	Exended understanding	Basic understanding	Partial understanding	Pre-recognition
Distinguishes an acceptable response	Correctly distinguishes acceptable and unacceptable responses and provides a thorough explanation of the difference.	Correctly distinguishes good acceptable and unacceptable responses and provides a simple explanation of the difference.	Correctly distinguishes good deeds from those that are not. Can offer simple examples of good deeds.	When provided with simple examples of good deeds can correctly distinguish them from deeds that are not.	Does not understand what it means to distinguish good deeds from those that are not.
Offers an appropriate response	Offers many fair, realistic, specific and appropriate responses for voicing his/her concerns about proposed changes in the community. Can effectively argue their merits.	Offers two or three fair, realistic, specific and appropriate responses for voicing his/her concerns about proposed changes in the community. Can easily describe their merits.	Offers up to two fair, specific and appropriate responses for voicing his/her concerns about the proposed changes in the community. Can simply describe their merits.	Offers one general response for voicing his/her concerns about the proposed changes in the community; response may not be fair or appropriate to all concerned. Needs prompting to describe its merits.	Can identify or repeat an appropriate response but is unable to offer his/her own solution.
Identifies pros and cons of change	Clearly identifies many pros and cons of change for the community and Harry. Offers a complete explanation of the ripple effects of change.	Identifies both the pros and cons of change for the community and Harry. Offers a simple explanation of the ripple effects of change.	Identifies both a pro and a con of change for the community and Harry. Offers a simple explanation of the ripple effects of change.	Identifies a pro or con of change for the community or Harry. May be able to offer a simple explanation of the effect but unable to consider the ripple effects.	Is unable to identify the pros and cons of change.

Comments:

Name: _____

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